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ABSTRACT

A procedure for determining the degree to which student performance is meeting expected or desired levels is discussed. Five steps in conducting a needs assessment are listed: (1) a student body profile, relating data already available to the six system-wide goals, is provided for each school; (2) using the student body profile, brainstorming sessions are held to identify local school needs in each goal area; (3) the results of the brainstorming are converted to a questionnaire that asks respondents to indicate the relative importance of each need; (4) a needs assessment committee is established to determine which needs have priority for programming concentration in the coming school year; and (5) the student body profile and the perceptions used to identify the needs are now used to document the importance of the needs chosen for program concentration. A series of descriptive statements are given for each of the following: attainment of self-esteem, success in human relations and in service to society, facility in communications and basic skills, appreciation of cultural values and creative works, capability of succeeding in the world of work, and skill in the wise consumption of goods and services. (For related documents, see TM 002 769-770.) (KM)

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PLANNING DOCUMENT I

ROUGH DRAFT

SCHOOL-BASED NEEDS ASSESSMENT PROCEDURE

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A SCHOOL BASED NEEDS ASSESSMENT PROCEDURE

A needs assessment, as the name implies, is a procedure for determining the degree to which student performance is meeting expected or desired levels. The subject of a school based needs assessment is student performance, although such things as building needs, personnel needs, transportation needs, etc., are also very important. However, it is student performance that provides the basis for determining other resource needs (the subject of resource needs is taken up in Planning Document III - Program Development). The framework for conducting a needs assessment is provided by the six goal statements in Goals for Milwaukee Public School Youth (see Appendix). Schools will have their own unique student needs in relation to these six goals. In order to identify these school needs, information is necessary. The two general sources of information are test or record data and perceptions.

Data sources of information include test scores, attendance figures, and other records kept by the school. Perceptions have to do with the ways in which various groups identify problems. Perceptions can be gathered through a questionnaire and organized in a way to reflect consensus in problem identification.

It is the purpose of the needs assessment to identify a few priority needs that will be the focus of school program concentration for an identified time period.

Steps in Conducting a Needs Assessment

1. A student body profile is provided for each school. This profile relates data already available to the six system wide goals.

2. Using the student body profile, brainstorming sessions are held to identify local school needs in each of the six goal areas.

3. The results of the brainstorming are converted to a questionnaire that asks respondents to indicate the relative importance of each need. Central office resources will be provided to assist in the construction of this questionnaire.

4. A needs assessment committee is established from representatives of the original brainstorming group to determine which needs have priority for programming concentration in the coming school year. It is suggested that two or three priority needs for school wide concentration will suffice. The results of the questionnaire and the student body profile will be the basis for determining these priority needs.

5. The student body profile and the perceptions used to identify the needs are now used to document the importance of the needs chosen for program concentration.

It is important to remember that at this stage, all needs should be identified in terms of student performance. Staffing needs, material needs, and other resource needs will be identified later in the program development stage.

ATTAINMENT OF SELF-ESTEEM

Descriptors:

1. The adjusting student understands and accepts his physical and mental self while at the same time acts to improve both.

2. In the area of physical health, the adjusting student demonstrates a concern for proper nutritional and hygienic habits. The adjusting student actively participates in some forms of regular exercise, particularly those forms that have life-long application. The adjusting student shuns addictive and adversive practices (i.e., drug abuse), while seeking pleasure and physical self-esteem in wholesome recreational endeavors. The adjusting individual understands his own and others sexuality, and acts with tolerance and respect for others in his sexual behavior.

3. In the area of mental health, the adjusting student uses a positive self-concept as the basis for acceptance of others. The successfully adjusting person does not see his personality as immutable and static, rather this individual accepts his personality as an evolving state within the rather broad limits of social acceptance. The integrated personality seeks, and is not embarrassed by, love, companionship, and affection. The successful person experiences success and continues to seek success.

4. Finally, a person with high self-esteem maintains a sense of equilibrium in a rapidly changing society. Such a person understands that the challenge of the '70's is in retaining "knowledge of self" and a moral and value system in a world of increasing technological complexity. "Future shock" is the vanquished opponent of the well integrated personality of the '70's.

SUCCESS IN HUMAN RELATIONS AND IN SERVICE TO SOCIETY

Descriptors:

1. The adjusting student functions successfully in the home and family situation.

2. The adjusting student grows in his ability to work successfully in small group situations, to tolerate ambiguous and confusing behavior of group members, to handle group conflict and controversy with equanimity, to respect the rights and opinions of others, and to develop a facility for assuming various roles and responsibilities in group situations.

3. The adjusting student is an effective and active member of his society. Such a student demonstrates a depth and breadth of knowledge of the American political and social process that allows this individual to make effective choices and decisions. As well as actively participating in the social process himself, the successful student encourages the meaningful participation of others in democratic decision making.

4. The adjusting student of the 1970's demonstrates an ability to adapt to two major social movements:

   (a) The rapid shift to an urban-suburban life style.

   (b) The multi-racial, multi-ethnic, bi-sexual, and variegated socio-economic mix of urban-suburban life.

   The student who has had a meaningful and positive experience in adapting to the urban life style can move toward future responsibilities with an unusual strength of character.

5. Finally, the adjusted student considers the totality of his interpersonal relations as a foundation upon which he builds his role as an effective world citizen.

APPENDIX

GOALS FOR MILWAUKEE PUBLIC SCHOOL YOUTH

The following abilities and qualities should increasingly characterize the youth of Milwaukee as they mature in their public school experience and become effective world citizens -

Facility in communications and other basic skills.

Appreciation of cultural and aesthetic values and artifacts.

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Capability of succeeding in the world of work.

Skill in the wise consumption of goods and services.

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Attainment of self-esteem.

Success in human relations and in service to society.

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FACILITY IN COMMUNICATIONS AND BASIC SKILLS

Descriptors:

1. The successful student is able to read, write, speak, and listen to a degree that allows him to function successfully in society. Because a literate citizenship is fundamental to the survival of society, and the foundation for advanced learning, the successful student should demonstrate reading capability at the elementary school level that allows for further development.

2. The successful student demonstrates a working knowledge of mathematical operations, and a growing concern for learning new mathematical techniques and applications. In particular, the student who has a functional grasp of statistics and the metric system (for example) functions more effectively than the student who has had a more traditional mathematical background.

3. The successful student demonstrates a basic knowledge of scientific skills. It is considered desirable to see students apply scientific methodology to the solution of every day problems.

4. The successful student has a demonstrated ability to "learn to learn." As well as having command of the basic tools already mentioned, the successful student demonstrates an ability to use resource materials in researching topics beyond his present understanding. Increasingly, the student of the '70's will use the computer and analysis techniques as basic problem solving tools.

5. Finally, the successful student is able to apply these multifarious basic skills in the critical thinking process of problem solving. The student with a mastery of basic skills has a base for understanding and appreciating the human achievement in the natural sciences, social sciences, and humanities.

APPRECIATION OF CULTURAL VALUES AND CREATIVE WORKS

Descriptors:

1. The successful student demonstrates knowledge of art, music, literary and drama forms. Such a student understands that studying a society's history through its art and culture is fundamental preparation for fixing his own place in the universe.

2. The successful student finds pleasure in reading for enjoyment and in pursuing crafts or hobbies as worthwhile uses of leisure time.

3. While the successful student is not always creative in the performance or production sense, he demonstrates creativity through exploration of new ideas. The successful student is not limited by his culture (ethnocentric) but uses his rich cultural heritage to critically understand how society is to be reconstructed to meet changing situations.

4. The successful student of the '70's demonstrates an appreciation for cultural diversity and an alertness to the rediscovery of the rich cultural heritage within all minority groups.

CAPABILITY OF SUCCEEDING IN THE WORLD OF WORK

Descriptors:

1. The successful student demonstrates an appreciation for the dignity and importance of constructive work, and develops such work habits as punctuality, responsibility, and initiative. A student expects his educational experience to include training in salable skills and guidance in making wise vocational choices.

2. The successful student demonstrates an understanding of the structure and process of the American (and the world) economic system. In particular, the student of the '70's understands that service oriented occupations are increasing in number. Also, such a student understands the dynamics of the labor-management relationship, and how this relationship fashions the structure of the world of work in the '70's.

3. The successful student of the '70's expects to have his work contribute meaningfully to society. This student is aware of the social responsibilities in production, and anticipates that with his adult life will come better use of production resources and more equality of economic opportunity.

SKILL IN THE WISE CONSUMPTION OF GOODS AND SERVICES

Descriptors:

1. The economically rational student consumer demonstrates critical knowledge of the worth of goods by his wise consumption habits. The rational student consumer purchases goods within the limits of a well-conceived budget.

2. The economically rational student consumer demonstrates critical knowledge of the worth of services by his wise consumption habits.

3. The wise student consumer ranks time as one of his most valuable resources. His worthy consumption of leisure time is characterized by a critical and inquiring view of the mass media, a balanced approach to recreational and cultural activities, and a continual search for more creative and constructive outlets for his energies.

4. The concerned student consumer of the '70's is individually cognizant (and along with others, collectively cognizant) of the impact of his consumption on the world's natural resources.